

Innovative Methods of Teaching Foreign Languages

Oripova Kamola Davlatovna

Teacher of the Department of Foreign Languages
Bukhara Pedagogical Institution under Bukhara State University

Abstract: The article is the result of practical experience in using demonstration methods of teaching a foreign language where some methods of using computer technologies are shown. The purpose of this article is to review the currently existing innovative technologies and substantiate the feasibility of their practical application in the process of teaching foreign languages in the light of ongoing reforms of the educational system. The article discusses the currently existing innovative teaching technologies (Internet, software, hardware, slide presentations), the possibilities and advantages of their use in the process of teaching foreign languages, which highlights interest from the audience, increases the motivation for studying the subject while this creates a special emotional perception of educational material.

Keywords: innovative teaching technologies, the Internet, software, hardware, slide presentations, computer technologists, game technologists, design skills

Introduction

Interactive learning is a specific form of organization of cognitive activity, which has the goal of creating comfortable learning conditions in which each student feels comfortable and confident, considers himself successful and intelligent, increases self-confidence well enough as well. The essence of interactive learning is that the learning process takes place subject to the constant, active positive interaction of all students. When the teacher and student are equal. As a result of the organization of educational activities under such conditions, an atmosphere of interaction and cooperation is created in the classroom, which enables the teacher to become a real leader [7].

Interactive learning technologies are the organization of the learning process in which it is impossible for a student not to participate in the collective process of cognition. Each student has a specific task for which he/she must publicly report while the quality of the task assigned to the group may depend on his activities. Interactive teaching technologies provide for the planned result, separate interactive techniques that stimulate the process, high elevated interest, and activate mental capabilities.

Innovative forms of education, in general, can be divided into two groups: innovative forms of instruction based on Internet technologies and computer technologies. In turn, innovative forms of training based on Internet technologies can be synchronous and asynchronous. Synchronous ones include video conferencing, chats, providing real-time communication. Through an inexpensive Skype program, for example, online conferences and telephone conversations are widely held. This technology is easy to use, does not require additional time and financial costs for training, as it has already firmly entered the everyday life of every person. The only requirement is appropriate technical capabilities. Asynchronous forms include the use of technologies such as email, blog development, where communication can occur with a time interval. Creating a virtual space combines both synchronous and asynchronous forms of learning. This technology makes it possible to live in 3D format, whereby special content is developed and virtual interaction is carried out, the forms of which can be different: debates, role-playing games, exhibitions, presentations. The Internet is a rich storehouse of authentic, up-to-date material (texts, audio, video, etc.) and information, as well as means and opportunities for

communication and building platforms that allow the exchange of ideas, opinions, and achievements. Moreover, we must not forget about the importance of the relevance of information. The publication of manuals sometimes takes years, information, vocabulary become obsolete, which negatively affects the validity of the courses taught, their correspondence to objective reality. According to studies, courses based on Internet materials are more successful, as they include up-to-date information and topics that are more meaningful, interesting and, therefore, more motivating.

Intelligent educational technology involves the integration of the most effective educational technologies in a holistic system. They cover various algorithms of interaction between teachers and students with the active use of modern technical means in the educational process. IOT suggest:

- multifaceted cooperation and personal contacts of the teacher and students;
- increasing the effectiveness of individual educational and creative activities of students;
- mandatory communication of scientific and educational research of students with the content of the educational process;
- increase in the volume of independent work of students;
- close connection of theory and practice;
- controllability and continuous possibility of correction of the learning process, etc.

The main feature and distinctive feature of student training at innovative universities is the focus on the training of scientific personnel capable of developing university scientific potential, as well as on meeting the needs of the high-tech sector of the economy. In the framework of innovative educational projects of leading universities, programs are being implemented for the active use of intellectual educational technologies, which imply the obligatory relationship between the educational, scientific and practical tasks, and the multifaceted cooperation between teachers and students. With such a target setting, cognitive universal actions are one of the leading components of the educational standard. In this regard, cognitive universal actions include:

- actions to extract information;
- the ability to navigate the knowledge system and recognize the need for new knowledge;
- the ability to pre-select sources of information to search for new knowledge.

Currently, innovative teaching technologies (Internet, software, hardware, slide presentations), the possibilities and advantages of their use in the process of teaching foreign languages, which arouse interest in the audience, increase the motivation for studying the subject, and this creates a special emotional perception of the educational material. All of the above justifies the feasibility of their practical application in the education system; reflects their impact on teaching methods and the learning process; examples of educational technologies and tools are given. Particular attention is paid to innovative teaching methods, including using Skype, blogs, Internet sites, electronic dictionaries, providing new opportunities for effective language learning, making this process more informative and interesting. The relevance of this problem lies in the fact that innovative forms of learning are characterized by a high communicative ability and the active inclusion of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, and effectively develop communicative competence skills in younger students. This helps to adapt to modern social conditions, as society needs people who are quickly oriented in the modern world, independent and initiative, who achieve success in their activities. At the heart of any innovation is creativity. Creative activity involves the development of the emotional and intellectual spheres of personality. This is one of the main tasks of the modern educational process. Learning activities at school require the use of specific technologies that provide a solution to this problem. These are innovative forms of training: role-playing, project method, dramatization, elements of the Language Portfolio technology, ICT, techniques of critical thinking technology. Innovative activity is one of the most accessible and effective forms of developing communicative competence skills among younger students, creating conditions for the socialization of the individual and the development of its

independence, creativity and activity. An important component is the creation of comfortable psychological conditions in which the student feels his success, intellectual solvency. It is for an elementary school in which the child's education coincides with the period of his intensive personal development, the use of the project method, role-playing games, and dramatization is especially important. Technology that stimulates the interests of primary schoolchildren and develops a desire to learn is associated with the implementation of various kinds of projects. Using this technology allows you to provide all possible forms of work in the classroom: individual, group, collective, which stimulate the independence and creativity of children.

Using the elements of the "Language Portfolio" technology in the lessons allows you to increase students' motivation in learning English, which, as a rule, leads to increased learning outcomes; provides a personality-oriented nature of learning, conditions for the manifestation of creativity and creative self-realization primary schoolchildren in the educational environment. This is facilitated by the work of children with the third section - "My piggy bank" (Dossier) and their participation in exhibitions.

The techniques of critical thinking technology in English lessons teach schoolchildren how to organize their activities, the ability to think, competent and meaningful reading, the ability to collaborate, etc.

Design technology. In elementary school, it is possible to use both mini - projects designed for one lesson or part of it, and large projects that require a long time to complete them. Projects can be individual (for example, a collage or an album "Let me introduce myself - this is me", "My family tree") and group ("We are about ourselves", "Our hometown"). In the lessons in the second and fourth grades, the following design tasks were used:

1. "We question each other." The children were offered various questionnaire options:
 - a) "Interview your friends, and then tell who eats (drinks) what at breakfast (lunch, dinner).
2. "We make a collage." Each child at home works independently, using photographs, drawings, creating 'slide presentations'; I offer children topics and a rough plan:
 - a) "I am about myself" (my name, the names of my parents, sisters, brothers; address; my age; birthday; my appearance; my interests);
 - b) "My hometown" (name; geographical location; monuments; my favorite places);

The teacher, a "consultant," asks questions in English: "What are you doing?", "What is this?", "What color?", Gives tips: "Cut carefully", comments on the actions of children: "Well done, you do everything right" etc.

In a lesson on the topic "Traveling to London", a situation was suggested: students won a ticket to London, they want to learn more about the sights of the capital. Some students will live in an English family. They fly to London by plane. The type of project is mixed, because there are signs of research, creative and role-playing projects. Work on the project was carried out in several stages. In the first lesson, the students were offered a situation and a discussion was organized on the main content of the future project. As a result of the discussion, problems were selected, areas of work were identified, a project plan was drawn up. Working materials were prepared for the project: a mock-up of a map of London, photographs and a достопримечательностей slide presentation 'of London sights, a draft guide to London Sights, mock-ups of shop windows and cafes, and the necessary props. At the initial stage of the lesson, a repetition of a PO and a cliché of etiquette character was organized ("At the store", "At the cafe", "Asking the way", etc.).

At the end of the lesson, the results were summarized:

What have students learned linguistically? (They know how to buy something in a store, make an order in a cafe, ask for directions.) How has their communication activity changed? (They can, interacting with each other, collectively politely thank, ask, offer, refuse, etc.) What is the

contribution of the project to the overall development of the student? (He can play a role, speak expressively and emotionally.) What universal actions have children mastered? (They can independently search for the necessary information.)

Experience in using elements of the “Language Portfolio” technology in English lessons. Students demonstrate their achievements. This is facilitated by the work of children with the third section - “My piggy bank” and their participation in exhibitions. This is the section with which children work constantly. “Piggy bank” is a special folder in which children put the products of their labor - the results of mastering the English language: essays, creative and design work, drawings with captions in English, grammar tables, diagrams, photographs of children, applications, crafts. I devote a whole lesson to working with Piggy once a quarter. Pupils are given the task of working in pairs, demonstrating their “Piggy Banks” to each other, they themselves choose the materials that they consider the most interesting and valuable. For example, studying the topic “Animals”, children prepare drawings, photographs of their pets. They tell each other about their pets, then come together in small groups and each group prepares an overview of their “Piggy Banks” for presentation to the whole class. Children of primary school age perceive the world holistically. Their favorite pastimes are drawing, coloring, designing (including grammar symbols), singing. I invite them to draw and comment on the drawn in English.

Using the geometrical figures that are in their “piggy banks”, we construct grammatical structures (narrative and interrogative sentences), sing songs, sing along with speech patterns, and convey the contents with gestures and movements. This helps to develop the correct intonation and articulation of sounds.

In an effort to improve the process of teaching foreign languages, I conduct classes using a PC. Classes using computer technology are very popular among elementary school students. A variety of multimedia games contribute to the expansion of the vocabulary, introduce the English grammar, learn to understand speech by ear, write correctly. Computer programs combine color graphics, videos, music. I use programs such as “Euro Talk”, “Learn to Speak English”. The fragmented use of these programs allows students to increase motivation and interest in the subject. I use when studying topics: “Numerals”, “Rainbow Colors”, “Shopping and Shopping”, etc. These programs also provide for the control of knowledge on each topic. Children enjoy working at a computer. Elementary school students study computer science from the second grade, so many make presentations on various topics, make mini-projects “My favorite”, “We go to the zoo”, “My school”, “Home, sweet home”. In high school, projects are presented on almost every topic with a presentation at Power Point.

Innovative forms of training contribute to the organization and intensification of the educational activities of schoolchildren, increase the effectiveness of instruction, and create a favorable microclimate in English classes. In pedagogical practice, we use such games as: “My friend's collection”, “My friend's trip”, “Let's go camping”, “Shopping”, “At the International conference”, “At the library”, “Animal Friends” Campaign”, “At the table”, “At the doctor's office”, “A telephone conversation”, “A Job Interview”, “An Interview with your role model”, “A radio program”, “A session of the school council” and others. As a result of the application of gaming learning technologies, according to our observations, the following learning goals are achieved:

motivation to study the subject is increasing;

- cognitive activity is stimulated;
- mental activity intensifies;
- information is spontaneously remembered;
- associative memorization is formed;
- communicative competence is being formed.

The difficulty we are facing is the grading of students in this type of activity. Therefore, often it is necessary to develop additional criteria for assessment, so that students can make self-esteem and mutual assessment [11].

A cluster is a graphical organization of material that shows the semantic fields of a particular concept. The word cluster means “bundle, constellation”. Cluster compilation allows students to think freely and openly about a topic. The student writes a key concept in the center of the sheet, and from it draws arrows-rays in different directions, which connect this word with others, from which the rays in turn diverge further and further. The cluster can be used at various stages of the lesson. At the stage of challenge - to stimulate mental activity. At the stage of reflection - to structure the educational material. At the stage of reflection - when summing up what students have learned. The cluster can also be used to organize individual and group work both in the classroom, at home and at home.

Reception of "field notes." The critical thinking technology offers a methodological technique known as insert. This technique is a tool that allows the student to track their understanding of the text they have read. Technically, it is quite simple. Students should be introduced to a number of markers and invited to put them in pencil on the margins of a specially selected and printed text as they read. It is necessary to mark separate paragraphs or sentences in the text.

The marks should be as follows: The “tick” sign (v) marks in the text information that is already known to the student. He had met her before. Moreover, the source of information and the degree of its reliability does not matter.

The plus sign (+) marks new knowledge, new information. The student puts this sign only if he first encounters the text he has read. The minus sign (-) indicates that it runs counter to the student's ideas, which he thought otherwise.

The “question” sign (?) Marks what remains incomprehensible to the student and requires additional information, arouses the desire to learn more.

This technique requires from the student not the usual passive reading, but active and attentive. He obliges not just to read, but to read the text, track his own understanding in the process of reading the text or perceiving any other information. In practice, students simply skip what they did not understand. And in this case, the marking “question” obliges them to be careful and note incomprehensible. The use of markers allows you to correlate new information with existing ideas.

For students, the most appropriate option for completing this work with text is an oral discussion. Usually, students easily note that what they knew was found in what they read, and with particular pleasure report that they learned something new and unexpected for themselves from a particular text. At the same time, it is important that students directly read the text, refer to it.

Reception "spelling cinquain." Translated from French, the word "synquane" means a poem consisting of five lines, which is written according to certain rules. What is the meaning of this methodological technique? Compilation of syncwine requires the student to summarize the training material, information in brief terms, which allows you to reflect on any occasion; This is a form of free creativity, but according to certain rules. The rules for writing syncwine are as follows:

The first line contains one word - a noun. This is the theme of syncwine.

On the second line, you need to write two adjectives that reveal the topic of syncwine.

On the third line, three verbs are written that describe actions related to the topic of syncwine.

The fourth line contains the whole phrase, a sentence consisting of several words, with the help of which the student expresses his attitude to the topic. This can be a catch phrase, a quote, or a phrase composed by the student in the context of the topic.

The main goal of the "educational brainstorming" is the development of a creative type of

thinking. Therefore, the choice of topic for its implementation directly depends on the number of possible solutions to a particular problem. "Brainstorming training" is usually conducted in groups of 5-7 people.

The first stage is the creation of a bank of ideas, possible solutions to the problem. Any offers are accepted and recorded on the board or poster. Criticism and commenting is not allowed. Regulations - up to 15 minutes.

The second stage is a collective discussion of ideas and suggestions. At this stage, the main thing is to find the rational in any of the proposals, try to combine them into a whole.

The third stage is the selection of the most promising solutions in terms of the resources available at the moment. This stage can even be delayed in time and carried out in the next lesson.

Reception "essay writing". The meaning of this technique can be expressed in the following words: "I am writing in order to understand what I think." This is a free letter on a given topic, in which independence, manifestation of individuality, discussion, originality of solving a problem, argumentation are appreciated. Typically, an essay is written directly in the classroom after discussing the problem and takes no more than 5 minutes.

I consider the project method to be one of the leading in the formation of students' speech competencies, the ability to use a foreign language as an instrument of intercultural communication and interaction. Therefore, I consider one of the main tasks to develop students' skills in project activities. Working in the project team, students are involved in an active dialogue of cultures, using knowledge and skills in English in new non-standard situations. My students go to school scientific and practical conferences with research, there is experience in participating in a city conference.

Project activities are widely used in English classes in high school. Project activities are aimed at solving communicative problems, focused on the personality of the student, develops motivation and creativity of teachers and students. In the process of working on the project, there is an integrated development of all types of speech activity and a combination of collective, pair and group work. Project activities are of particular interest to high school students, as they know how and know a lot, and work on projects helps them to realize their knowledge, skills. It begins at the stage of formation of speech skills and ends at the stage of development of the skill with the presentation of the project and its protection. The work consists of the following steps:

1. Definition of the topic.
2. Definition of the final result.
3. Discussion and planning of the project.
4. Collection of information.
5. Information processing.
6. Design of the project.
7. Presentation of the project.
8. Evaluation of the project.

Conclusion Thus, we can conclude that the use of modern technology in the lessons of a foreign (English) language is the most effective means of developing cognitive motivation of students, which involves the active cooperation of the teacher and student and students with each other. It is necessary to note the positive emotional mood of students towards each other, to the lesson as a whole, as well as their increased activity, desire to broaden their horizons, acquire new knowledge on the topic being studied, increase the quality of knowledge on the subject, as well as participation in various Olympiads and competitions. The given results confirm the effectiveness of using modern methods and techniques in teaching English.

To carry out the tasks facing teachers of foreign languages, it is necessary to constantly work on self-education. A wide selection of methodological literature, visual aids, wide possibilities of a computer, Internet resources provide an opportunity for creative work. I believe that it is

necessary to widely use information and communication technologies in the educational and educational processes in order to:

- be a technically competent specialist;
- keep abreast of all events in education;
- make the learning process more visual, accessible, exciting, informative;
- intensify the creative activities of students.

Used literature:

1. Kobilova Feruza, Avezova Nigora. "Description analysis of the protagonists of the A. Qadiris novel "Days Gone By" Pindus Journal of Culture, Literature, and ELT ISSN 2792-1883" (May 4, 2021).
2. Murodov G'ayrat Nekovich, Feruza Kabilova, Turayeva Khurshida Tokhirovna, A. Qodiriyning "O'tgan kunlar" romaninig inglizcha tarjimasi va unda aks etgan tabiat tasvirining tarjima-dagi in'ikosi. "Xorazm ma'mun akademiyasi axborotnomasi" Том 6 Номер 6 Страницы 193-199 (2021).
3. Zaripova Ra'no Ibodullayevna Feruza Kabilova, Turayeva Khurshida Tokhirovna ". Analysis of the protagonist of the novel days gone by. "The American journal of social science and education innovations" volume 3, issue 02 (2021/2/3).
4. F.T. Qobilova, KT Turaeva. " Implication of debate and discussions for EFL learners at secondary school. Theoretical & Applied Science, 2020 2 Страницы 180-184
5. F Kabilova, TK Tokhirovna. "English Translation of Abdullah Qadiri's Novel" Days Gone by" and Its Reflection Skills". International Journal on Integrated Education Том 3. Страницы 304-306 Издатель Research Parks Publishing. (2020)
6. Kobilova, Feruza. "Developing learning English as the second language." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz) 2.2 (2020).
7. Feruza Kabilova, A. Qodiriyning 'O'tgan kunlar ' romaninig inglizcha tarjimasida portret tasviri va unda aks etgan milliy xarakterning berilishi 2021 'Xorazm ma'mun akademiyasi axborotnomasi' Том 9, Номер Страницы ,307-310
8. F Kabilova, G.Sharopova " Problems of nationality and preservation of proverbs (On the basis of Kadiriys novel " Days Gone by") International Journal of Orange technology) Volume:4, Issue 1. January 2022 e-ISSN:2615-8140/p-ISSN:2615-7071
9. Oripova K., "The linguistic and verbal nature of French onomastics". Glaxy international interdisciplinary Research Journal. Volume 10/ Issue 4, April 2022